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ABSTRACT

Harriet Tubman, a famous Civil War freedom fighter from Maryland, is the focus of this unit that integrates the arts and history. Students will learn about Harriet Tubman through music, art, dance, literature, and reference materials. The five lessons will be models and a springboard for the research projects that the students will complete about other famous Marylanders. The students will use the information they obtain to create their own songs, dances, dramas, and/or art work. They will use those projects to prepare a presentation using HyperStudio--the HyperStudio stacks will be linked together in a virtual Maryland Biography Quilt. The unit can be adapted to focus on famous people from other states, African Americans, famous women, freedom fighters, people involved in the Civil War and/or the Underground Railroad, etc. The HyperStudio stack may be replaced by individual web pages that are interlinked to form a student publication. Each lesson offers an overview; suggests length and grade level; cites subjects and subtopics; lists teacher resources; and addresses National Standards for Arts Education and other standards. Each lesson also identifies instructional objectives and strategies; provides a detailed, step-by-step instructional plan; suggests assessment and extension activities; and lists teacher references. (NKA)

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ED 476 397

The Kennedy Center ARTSEDGE

Curricula, Lessons and Activities

Curriculum Unit Detail

Harriet Tubman Integrated Unit

Harriet Tubman, a famous Civil War freedom fighter from Maryland, is the focus of this unit that integrates the arts and history. The students will learn about Harriet Tubman through music, art, dance, literature, and reference materials. The lessons will be models and a springboard for the research projects that the students will complete about other famous Marylanders. The students will use the information they obtain to create their own songs, dances, dramas, and/or art work. They will use those projects to prepare a presentation using HyperStudio. The HyperStudio stacks will be linked together in a virtual Maryland Biography Quilt.

This unit can be adapted to focus on famous people from another state, African Americans, famous women, freedom fighters, people involved in the Civil war and/or the Underground Railroad, etc. The HyperStudio stack may be replaced by individual web pages that are interlinked to form a student publication.

The following lessons are part of this unit:

- Harriet Tubman Integrated Unit: Lesson 1
- Harriet Tubman Integrated Unit: Lesson 2
- Harriet Tubman Integrated Unit: Lesson 3
- Harriet Tubman Integrated Unit: Lesson 4
- Harriet Tubman Integrated Unit: Lesson 5

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Curricula, Lessons and Activities

Harriet Tubman Integrated Unit: Lesson 1
(Part of Curriculum Unit Harriet Tubman Integrated Unit)

Resource Type: lesson

Length: 1-2 class periods

Grade: K,1,2,3,4

Subjects: Language Arts, Performing Arts, Social Studies

Subtopics: History, Journalism, Music

Overview: The students will locate information about Harriet Tubman and will use the information to write a report about her.

Equipment:

- Projector: projection system
- TV/Monitor: Television/Monitor
- VCR VCR

Media & Materials:

- Book: "Go Down Moses"
- Book: "This Train"
- Book: "Swing Low, Sweet Chariot"
- Book: "Follow the Drinkin' Gourd"
- Book: "Train Is A Coming"
- Book: "Hey Dum Diddle"
- Book: Reference materials
- Recording: "Harriet Tubman" by Walter Robinson

- Recording: "Go Down Moses"
- Recording: "Swing Low, Sweet Chariot"
- Recording: "Follow the Drinkin' Gourd"
- Recording: "Train Is A Coming"
- Recording: "Hey Dum Diddle"
- Recording: "This Train"

Printouts: This lesson has printouts. They are referenced in the "Student Supplies" or "Other Materials" sections below.

Student Supplies: 9x12 sheet of black construction paper for each student
Construction paper: white, brown, assorted colors
Pair of scissors for each student
Glue for each student
Notebook paper
Pencils or pens
Response cards for each student

Other Materials: Reference materials or selections from them will be needed for student use. The materials may be print resources, such as encyclopedias, books (biographies, nonfiction books), and magazines; or non-print resources, such as paintings, photographs, CD-ROM programs, videos, laser disks, or Internet sites (i.e., Jacob Lawrence paintings).

Related Textbooks:

Teacher Internet Resources: **Lesson and Extension Specific Resources:**

- **Harriet, the Moses of Her People**
  http://memory.loc.gov/ammem/aaohtml/exhibit/aopart3.html#0321

  This full edition electronic text provides primary source information on the life and times of Harriet Tubman. Teachers of students in the early grades might choose to read short excerpts to their classes.

- **Songs of the Underground Railroad**
  http://www.appleseedrec.com/underground/sounds.html

This website provides samples of music popular with slaves during the time of the Underground Railroad, along with lyrics and notes on their meaning. Sound samples are provided for several songs. You can order copies of other songs directly online.

General Internet Resources:

- **Africans in America (PBS)**
  http://www.pbs.org/wgbh/aia/

  This four-part series created by PBS explores the impact of slavery on Americans. The video series, which you can order from PBS, is complemented by this site which provides activities and teacher resources to use with, or without, the videos.

- **Encyclopeida Smithsonian: Harriet Tubman, A Selected Children's Bibliography**
  http://www.si.edu/resource/faq/nmah/tubman.htm

  The Smithsonian Institution offers a selected bibliography of print children's books on Harriet Tubman. The bibliography also includes an image of the painting "Harriet Tubman ca. 1945" by William Johnson.

National Standards for Arts Education:

- K-4 Dance Content Standard 1 : Identifying and demonstrating movement elements and skills in performing dance
- K-4 Dance Content Standard 2 : Understanding choreographic principles, processes, and structures
- K-4 Dance Content Standard 3 : Understanding dance as a way to create and communicate meaning
- K-4 Dance Content Standard 4 : Applying and demonstrating critical and creative thinking skills in dance
- K-4 Dance Content Standard 5 : Demonstrating and understanding dance in various cultures and historical periods
- K-4 Dance Content Standard 6 : Making connections between dance and healthful living
- K-4 Dance Content Standard 7 : Making connections between dance and other disciplines
- K-4 Music Content Standard 1 : Singing, alone and with others, a varied repertoire of music
- K-4 Music Content Standard 2 : Performing on instruments, alone and with others, a varied repertoire of music
- K-4 Music Content Standard 3 : Improvising melodies, variations, and accompaniments

- K-4 Music Content Standard 4 : Composing and arranging music within specified guidelines
- K-4 Music Content Standard 5 : Reading and notating music
- K-4 Music Content Standard 6 : Listening to, analyzing, and describing music
- K-4 Music Content Standard 7 : Evaluating music and music performances
- K-4 Music Content Standard 8 : Understanding relationships between music, the other arts, and disciplines outside the arts
- K-4 Music Content Standard 9 : Understanding music in relation to history and culture
- K-4 Theatre Content Standard 1 : Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history
- K-4 Theatre Content Standard 2 : Acting by assuming roles and interacting in improvisations
- K-4 Theatre Content Standard 3 : Designing by visualizing and arranging environments for classroom dramatizations
- K-4 Theatre Content Standard 4 : Directing by planning classroom dramatizations
- K-4 Theatre Content Standard 5 : Researching by finding information to support classroom dramatizations
- K-4 Theatre Content Standard 6 : Comparing and connecting art forms by describing theatre, dramatic media (such as film, television, and electronic media), and other art forms
- K-4 Theatre Content Standard 7 : Analyzing and explaining personal preferences and constructing meanings from classroom dramatizations and from theatre, film, television, and electronic media productions
- K-4 Theatre Content Standard 8 : Understanding context by recognizing the role of theatre, film, television, and electronic media in daily life
- K-4 Visual Art Content Standard 1 : Understanding and applying media, techniques, and processes
- K-4 Visual Art Content Standard 2 : Using knowledge of structures and functions
- K-4 Visual Art Content Standard 3 : Choosing and evaluating a range of subject matter, symbols, and ideas
- K-4 Visual Art Content Standard 4 : Understanding the visual arts in relation to history and cultures
- K-4 Visual Art Content Standard 5 : Reflecting upon and assessing the characteristics and merits of their work and the work of others
- K-4 Visual Art Content Standard 6 : Making connections between visual arts and other disciplines

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Click here for additional information on the National Standards for Arts Education

Other National Standards:

- History (Grades 3-4) 3, 4
- Language Arts (grades 3-4) 1, 2, 4, 7

Source of Standards: McRel

For more on the Standards in other subjects, please refer to the Mid-continent Regional Education Laboratory (McREL) website.

State Standards, if any:

To search the State Arts Standards, please visit the National Conference of State Legislatures website.

Instructional Objectives:

- The students will use reference skills to locate biographical information about Harriet Tubman in two sources (1) reference materials and (2) artwork relating to Harriet Tubman. Students might discuss what can be learned from one source that cannot be learned from the other.
- The students will organize the facts they located about Harriet Tubman into two categories and develop them into paragraphs about her life, identifying which information was obtained from factual sources and which was obtained from photographs, songs, paintings, etc.
- Students will write paragraphs using topic sentences supported by facts or impressions from photos and other images and artwork.

Strategies:

Students will learn about Harriet Tubman, a famous Civil War freedom fighter from Maryland. The lessons will be a model and springboard for the research projects that the students will complete about other famous people. Students will share research information about Tubman -- in small groups and with the entire class, comparing information gained from visual and audio sources with reference text information. Each student will work with a partner to research a person that he/she wants to know more about. This person could fit into any curricular category the class is studying. To connect to Harriet Tubman, teachers may guide students in selecting:

- a famous person from Maryland or another state,
- a famous African-American,

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- a person connected to the Underground Railroad or Civil War,
- a famous woman,
- a freedom fighter.

Other possible connections to the Tubman unit include portrait or landscape painting and visual literacy. Students will prepare a project (using HyperStudio) that conveys the information they have learned. Each project will include a written report and every student will also interpret and convey information about the person they researched through music, art, drama, dance, and/or poetry.Art and music/movement lessons will address the elements of shape and space. The music lesson will include a focus on rhythm, and the art lessons will cover patterns and repetition. Projects will be combined to form a Biography Quilt that will be displayed on a web site. Artwork will displayed, and other work will be shared in the classroom. Rubrics will be used to help the students evaluate their work.

Instructional Plan:

This lesson may be taught by the library media specialist or classroom teacher.

1. **Optional Motivator**: Lead students through the National Geographic interactive feature, The Underground Railroad, to give them a sense of the struggle Harriet Tubman and others faced in trying to escape from slavery. Point out that it must have taken a great leader to encourage so many to take such risks. *(Note: This activity can be adapted for use in classrooms without Internet connectivity. The teacher may print out the series of interactions and reproduce them on overheads for use with the whole class or on cards for use in a center.)*
2. **Warm up**: For the students: With your cooperative learning group, list the kinds of reference materials you could use to locate information about Harriet Tubman.
3. **Introductory Activity**: Elicit responses from the warm up and help students think of any resources they may have missed. Explain that the students will work with partners to select and read two sources of information about Harriet Tubman (see materials' lists and Internet resources for suggested source material). Each student will read one selection, and each will take notes from that selection. Each student could also choose one arts representation of Harriet Tubman.
4. **Discussion**: To help stimulate discussion, read the selection on page 13 in *Harriet, the Moses of Her People*, part of the Documenting the Amrican South project. *(Note: This selection can be printed out prior to class. Alternatively, choose some descriptive text from one of the children's books you have*

collected for the unit.) Lead the students in a discussion of what questions to answer when locating information about Harriet Tubman: When was she born? Where was she born? When did she die? What were important events in her childhood? What were some jobs that she had? What is she famous for? What character traits describe her? Which questions are best answered from factual sources? Which from artistic representations? Why? Invite students to share information from their various sources, choosing both text and artistic selections.

5. **Guided Practice Activity**: After the students have located the information, the teacher will display a photograph of Harriet Tubman and discuss what they can learn about her from it. In addition, the students will share what they learned about Harriet Tubman from their research and discuss what character qualities she had that they would like to have. The teachers will review with the students the elements of a paragraph for this assignment: a topic sentence, three or four supporting sentences related to the topic sentence. The paragraph will contain correct spelling, grammar, and punctuation. The pairs of students will organize their facts into two categories, and each student will write a paragraph about one of them. Each will revise his/her paragraph and submit a final copy.

Assessment: Use a rubric such as this to evaluate the paragraphs. Have the students use the same rubric.
(*Some of the arts outcomes are used in the rubric as well - see italics.)*

Extensions: Have students read the description of a performance of *Harriet Returns for Us* presented in 1998 at The Alley Theatre in Houston, Texas. Based on their understanding of Harriet Tubman's life, students will develop a script for their own performance of the drama modeling The Alley Theatre's production. The students should identify five key roles. As a class, they should develop a list of character traits of each of the five main characters. Then, they should list specific events to be included in the drama. The teacher will then divide the students into groups to create their own dramatic representations of the varous events. In groups, they should develop a scene about their event in Harriet Tubman's life. The teacher should encourage them to include and integrate the paragraphs that were previously written about Harriet's life.

Teacher References: *Jacob Lawrence: The Frederick Douglass and Harriet Tubman Series of Narrative Paintings, 1938-40* by Ellen Harkins Wheat, Hampton

University Museum, Hampton, Virginia

Linda Andre of the Baltimore Museum of Art (BMA, Art Museum Drive, Baltimore, MD21218-3898) has prepared a packet of information that includes biographical information about Jacob Lawrence, Harriet Tubman and Frederick Douglass and slides of The Frederick Douglass and Harriet Tubman Series of Narrative Paintings,1938-40.

Music and You, grade3 (Macmillan, 1988)
Share the Music, grade 5 (Macmillan)

Spirituals

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Review Date:

ARTSEDGENotes:

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Curricula, Lessons and Activities

Harriet Tubman Integrated Unit: Lesson 2
(Part of Curriculum Unit Harriet Tubman Integrated Unit)

Resource Type: lesson

Length: 1 class period to introduce the project; 2-7 sessions

Grade: K,1,2,3,4

Subjects: Language Arts, Social Studies, Visual Arts

Subtopics: Literature, Technology

Overview: The students will illustrate a scene from the life of Harriet Tubman, imitating the style of Jacob Lawrence.

Equipment:
- Computer: Mac or PC with Internet connection (optional)
- Projector: projection system
- Sound System tape recorder or CD player

Media & Materials:
- Book: "Follow the Drinkin' Gourd"
- Book: "Train Is A Coming"
- Book: "Hey Dum Diddle"
- Book: Reference materials
- Recording: "Harriet Tubman" by Walter Robinson
- Recording: "Go Down Moses"
- Recording: "This Train"
- Recording: "Swing Low, Sweet Chariot"
- Recording: "Follow the Drinkin' Gourd"

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- Recording: "Train Is A Coming"
- Recording: "Hey Dum Diddle"

Printouts: This lesson has printouts. They are referenced in the "Student Supplies" or "Other Materials" sections below.

Student Supplies:
9x12 sheet of black construction paper for each student
Construction paper: white, brown, assorted colors
Pair of scissors for each student
Glue for each student
Notebook paper
Pencils or pens
art supplies: construction paper, scissors, glue

Other Materials: Reference materials or selections from them will be needed for student use. The materials may be print resources, such as encyclopedias, books (biographies, nonfiction books), and magazines; or non-print resources, such as paintings, photographs, CD-ROM programs, videos, laser disks, or Internet web sites.

For classrooms with high-grade computer equipment, HyperStudio (or Web page publication software), and a scanner can be used to introduce technology-based art activities.

Related Textbooks:

Teacher Internet Resources: **Lesson and Extension Specific Resources:**

- **Frederick R. Weisman Art Museum's**
  http://hudson.acad.umn.edu/Lawrence/WAMjacobtest.html

  This site gives a sample of a 1996 exhibition of Jacob Lawrence's artwork. His style aims to let its viewers experience the hard work and struggle of African slaves and appreciate the beauty that the African culture holds.

- **Jacob Lawrence Catalogue Raisonné Project**

http://www.jacoblawrence.org/

An incredible resource for scholars and casual viewers alike, this online catalogue raisonné includes photographic reproductions as well as documentation that describes the artwork's physical characteristics, sources of imagery, subject matter, and more.

General Internet Resources:

- **African American Perspectives**
  http://memory.loc.gov/ammem/aap/aaphome.html

  Pamphlets from the Daniel A. P. Muray Collection, 1818-1907 (Library of Congress).

- **Africans in America (PBS)**
  http://www.pbs.org/wgbh/aia/

  This four-part series created by PBS explores the impact of slavery on Americans. The video series, which you can order from PBS, is complemented by this site which provides activities and teacher resources to use with, or without, the videos.

National Standards for Arts Education:

- K-4 Dance Content Standard 2 : Understanding choreographic principles, processes, and structures
- K-4 Dance Content Standard 3 : Understanding dance as a way to create and communicate meaning
- K-4 Music Content Standard 2 : Performing on instruments, alone and with others, a varied repertoire of music
- K-4 Music Content Standard 4 : Composing and arranging music within specified guidelines
- K-4 Music Content Standard 6 : Listening to, analyzing, and describing music
- K-4 Theatre Content Standard 5 : Researching by finding information to support classroom dramatizations
- K-4 Visual Art Content Standard 2 : Using knowledge of structures and functions
- K-4 Visual Art Content Standard 3 : Choosing and evaluating a range of subject matter, symbols, and ideas
- K-4 Visual Art Content Standard 5 : Reflecting upon and assessing the characteristics and merits of their work and the work of others

Click here for additional information on the National Standards for Arts Education

Other National Standards:

- History (Grades 3-4) 4
- Language Arts (Grades 3-5) 2
- Technology (Grades 3-5) 4

Source of Standards: McRel

For more on the Standards in other subjects, please refer to the Mid-continent Regional Education Laboratory (McREL) website.

State Standards, if any:

To search the State Arts Standards, please visit the National Conference of State Legislatures website.

Instructional Objectives:

Note: This project may be assigned to individuals or groups of students instead of pairs.

- The students will use reference skills to locate biographical information about a famous person in at least two sources.
- The students will organize the facts they select about their person into categories and develop them into a project using HyperStudio.

Strategies:

Students will learn about Harriet Tubman, a famous Civil War freedom fighter from Maryland. The lessons will be a model and springboard for the research projects that the students will complete about other famous people. Students will share research information about Tubman -- in small groups and with the entire class, comparing information gained from visual and audio sources with reference text information.

Each student will work with a partner to research a person that he/she wants to know more about. This person could fit into any curricular category the class is studying. To connect to Harriet Tubman, teachers may guide students in selecting:

- a famous person from Maryland or another state,
- a famous African-American,
- a person connected to the Underground Railroad or Civil War,

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- a famous woman,
- a freedom fighter.

Other possible connections to the Tubman unit include portrait or landscape painting and visual literacy.

Students will prepare a project (using HyperStudio) that conveys the information they have learned. Each project will include a written report and every student will also interpret and convey information about the person they researched through music, art, drama, dance, and/or poetry.

Art and music/movement lessons will address the elements of shape and space. The music lesson will include a focus on rhythm, and the art lessons will cover patterns and repetition. Projects will be combined to form a Biography Quilt that will be displayed on a web site. Artwork will displayed, and other work will be shared in the classroom. Rubrics will be used to help the students evaluate their work.

Instructional Plan:

1. Warm up: The teacher will introduce the project and will demonstrate a sample project using HyperStudio, a computer program which utilizes "cards" to investigate a particular subject area.
2. Introductory Activity: The students will select the person that they want to research. (they can find preliminary information about possible candidates at Biography.com) The project will be a stack of six HyperStudio cards. The program will include written information about the person and two of the following:

- a picture about the subject's life in the style of Jacob Lawrence created by the student
- a poem or song about the subject created by the student
- a dance or dramatic scene about an event in the life of the subject the students are researching created by the student

Guided Practice (throughout the coming 2-7 sessions): The students will create their own work and will view the work of their classmates. The classroom teacher and library media specialist will work with the students on their projects. The computer lab instructor, art teacher, and music teacher will teach related lessons and assist as needed. Look for these other activities in the lessons of this unit to provide the students with the

experiences needed to complete their projects:

Writing Activity - Lesson 1
Locate information about a person from Maryland in two at least two sources. List the sources where you located the information. Take notes from the information. Use the notes to write a two paragraph summary about the person. Include a topic sentence and several supporting statements in each paragraph. Use correct spelling and punctuation.

Art Activity - Lesson 3
In the style of Jacob Lawrence, compose a picture that represents an important event in your person's life or shows what he/she is famous for.
1. Select a piece of construction paper and decide in which direction you will construct your picture (landscape or portrait).
2. Cut the main pieces first and decide on their placement.
3. Cut and paste the background pieces.
4. Paste the main pieces.
5. Anchor the main pieces.

Music Activity - Lesson 4
Write a melody for the poem. Song writing suggestions:
1. Use the notes D E G A B (white notes only).
2. Begin with and end with the same notes.
3. Write the letter name above the word or symbol.
4. Write the rhythm on top of the letter name note.

Creative Writing Activity - Lesson 5
Write at least a four line poem about the person. Poem should have rhythm and may rhyme. Poem should contain important information about the person and events in his/her life.

Assessment: The students will present their projects to their classmates.

Rubric for Culminating Project

Extensions: Students can write a biography of Jacob Lawrence by conducting research at the following websites: Butler Institute for American

Art, National Gallery of Art, and the Metropolitan Museum of Art.

Teacher References:

Harriet and the Promised Land by Jacob Lawrence

Jacob Lawrence: The Frederick Douglass and Harriet Tubman Series of Narrative Paintings, 1938-40 by Ellen Harkins Wheat, Hampton University Museum, Hampton, Virginia
Linda Andre of the Baltimore Museum of Art (BMA, Art Museum Drive, Baltimore, MD21218-3898) has prepared a packet of information that includes biographical information about Jacob Lawrence, Harriet Tubman and Frederick Douglass and slides of The Frederick Douglass and Harriet Tubman Series of Narrative Paintings,1938-40.

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Review Date:

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Curricula, Lessons and Activities

Harriet Tubman Integrated Unit: Lesson 3
(Part of Curriculum Unit Harriet Tubman Integrated Unit)

Resource Type: lesson

Length: 1 class period

Grade: K,1,2,3,4

Subjects: Performing Arts, Social Studies, Visual Arts

Subtopics: Dance, History, Music, Painting, Social: African Studies

Overview: The students will illustrate a scene from the life of Harriet Tubman, imitating the style of Jacob Lawrence.

Equipment:

- Computer: Mac or PC
- Projector: projection system
- Sound System tape recorder or CD player

Media & Materials:

- Book: "Go Down Moses"
- Book: "This Train"
- Book: "Swing Low, Sweet Chariot"
- Book: "Follow the Drinkin' Gourd"
- Book: "Train Is A Coming"
- Book: "Hey Dum Diddle"
- Book: Reference materials
- Recording: "Harriet Tubman" by Walter Robinson

- Recording: "Go Down Moses"
- Recording: "This Train"
- Recording: "Swing Low, Sweet Chariot"
- Recording: "Follow the Drinkin' Gourd"
- Recording: "Train Is A Coming"
- Recording: "Hey Dum Diddle"

Printouts: This lesson has printouts. They are referenced in the "Student Supplies" or "Other Materials" sections below.

Student Supplies:

- 9x12 sheet of black construction paper for each student
- Construction paper: white, brown, assorted colors
- Pair of scissors for each student
- Glue for each student
- Notebook paper
- Pencils or pens
- Response cards for each student
- 9x12 sheet of black construction paper for each child
- construction paper: multicultural and assorted colors - i.e., colors that match each student's skin color, according to his/her ethnic heritage
- scissors
- glue
- *Harriet and the Promised Land* by Jacob Lawrence

Other Materials: Reference materials or selections from them will be needed for student use. The materials may be print resources, such as encyclopedias, books (biographies, nonfiction books), and magazines; or non-print resources, such as paintings, photographs, CD-ROM programs, videos, laser disks, or Internet web sites.

Related Textbooks:

Teacher Internet Resources: **Lesson and Extension Specific Resources:**

- **Jacob Lawrence**
  http://www.butlerart.com/pc_book/pages/jacob_lawrence_b.htm

  A sample of the style of Jacob Lawrence's work as found on the Butler

Institute for American Art website.

- **Jacob Lawrence - Dust to Dust (The Funeral)**
  http://www.iniva.org/harlem/jacbl.html

  While featuring Jacob Lawrence's "The Funeral," the site gives a brief biography and an insightful quote from Lawrence himself.

- **Jacob Lawrence: Storyteller**
  http://www.artsednet.getty.edu/ArtsEdNet/Resources/jacoblawrence/index.htm

  An overview objectives of lesson ideas and information on the life and work of Jacob Lawrence.

General Internet Resources:

- **Africans in America (PBS)**
  http://www.pbs.org/wgbh/aia/

  This four-part series created by PBS explores the impact of slavery on Americans. The video series, which you can order from PBS, is complemented by this site which provides activities and teacher resources to use with, or without, the videos.

National Standards for Arts Education:

- K-4 Visual Art Content Standard 1 : Understanding and applying media, techniques, and processes
- K-4 Visual Art Content Standard 2 : Using knowledge of structures and functions
- K-4 Visual Art Content Standard 3 : Choosing and evaluating a range of subject matter, symbols, and ideas
- K-4 Visual Art Content Standard 5 : Reflecting upon and assessing the characteristics and merits of their work and the work of others

Click here for additional information on the National Standards for Arts Education

Other National Standards:

Source of Standards: McRel

For more on the Standards in other subjects, please refer to the Mid-continent Regional Education Laboratory (McREL) website.

State Standards,

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if any:

To search the State Arts Standards, please visit the National Conference of State Legislatures website.

Instructional Objectives:

- The students will identify paintings by Jacob Lawrence.
- The students will identify art work done in the style of Jacob Lawrence.
- The students will use cut paper to create a picture in the style of Jacob Lawrence.
- They will learn methods for creating a collage, using overlapping shapes to create an illusion of space - or fore, middle, and background - and overlapping to create space in a landscape.

Strategies:

Students will learn about Harriet Tubman, a famous Civil War freedom fighter from Maryland. The lessons will be a model and springboard for the research projects that the students will complete about other famous people. Students will share research information about Tubman -- in small groups and with the entire class, comparing information gained from visual and audio sources with reference text information.

Each student will work with a partner to research a person that he/she wants to know more about. This person could fit into any curricular category the class is studying. To connect to Harriet Tubman, teachers may guide students in selecting:

- a famous person from Maryland (Famous People from Maryland) or another state,
- a famous African-American,
- a person connected to the Underground Railroad or Civil War,
- a famous woman,
- a freedom fighter.

Other possible connections to the Tubman unit include portrait or landscape painting and visual literacy.

Students will prepare a project (using HyperStudio) that conveys the information they have learned. Each project will include a written report and every student will also interpret and convey information about the person they researched through music, art, drama, dance, and/or poetry.

Art and music/movement lessons will address the elements of shape and space. The music lesson will include a focus on rhythm, and the art lessons will cover patterns and repetition. Projects will be combined to form a Biography Quilt that will be displayed on a web site. Artwork will displayed, and other work will be shared in the classroom. Rubrics will be used to help the students evaluate their work.

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Instructional Plan:

This lesson may be taught by the art teacher or the classroom teacher.

1. Warm-up: With your partner, list the facts you know about Harriet Tubman. **Alternative:** List the facts you know about Jacob Lawrence and his painting. (see Internet resources for information)
2. Introductory and Developmental Activities: The teacher will lead students in sharing the information they know about Harriet Tubman. (Fill out the information on a KWL chart with the information about what they already know in the K column.) The teacher will read from the book Harriet and the Promised Land. The class will mention new facts about Harriet Tubman that they learned from the book. Add this information to the W column on the KWL chart. The teacher will use the illustrations in this book to show the characteristics of Jacob Lawrence's paintings: strong colors, flat shapes, little detail, exaggeration, depth expressed by overlapping images. The students will observe the patterns and free-form shapes of Jacob Lawrence's work. See Internet Resources for additional images.
3. Guided Practice Activity: The students will create a cut picture in the style of Jacob Lawrence. The teacher will model each step.

- Discuss pictorial space and the conventions of "landscape" and portrait" painting - how and why landscapes are generally done in horizontal format, portraits in vertical. Which is most characteristic of Jacob Lawrence?
- Have students create an "Action scene" in a landscape format like those in *Harriet and the Promised Land.*
- Have students plan what will be included in the picture - the North Star - the landscape where she led the freed slaves.
- Plan the elements to be used in the picture. What will make it look like Lawrence's work?
    - Discuss "Background," Middle ground," and "Foreground" here. Always start with the Background. This would include far off mountains, sky, the star, etc. These should be small and not very detailed. For an example, show the students the Drawing Tips page on depth, foreground and perspective. Most of the background will be in the upper half of the picture. Middle ground would be next and would include trees closer up, people, animals or objects behind the main focus of the picture, etc. These will be at the middle of the picture plain, larger than the background images but smaller than they would be next to the foreground images. Overlap the middle ground images over the top of the background. Harriet and /or other figures being depicted would be large and in the foreground. All of the background trees and other images should be done BEFORE the Harriet figure is placed, if the overlapping is to work. Students should notice that overlapping also helps place the figures in front or in back.
    - The star should be depicted with some points, but it should not look like a star on a flag. Students should think about how they see stars in the sky and how they want to display the star providing light.

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- Place the back paper lengthwise on desk and glue the star in the upper right hand corner of the paper.

Wrap-up the lesson by completing the "L" portion of the KWL chart.

Assessment: The teacher will monitor the students as they perform steps 1-4. The students will use a rubric to evaluate their work when it is completed. The teacher will explain the importance of the North Star and suggest resources containing more information about it. The teacher will explain that the students may make a picture in the style of Jacob Lawrence to depict a scene in the life of the person that they are researching. The teacher will review the art process with the students: cut flat shapes from construction paper, use strong colors, provide little detail, paste shapes on a black background.

Extensions: Have students create their own "Drawing Tips" in cartoon-style. Collect all of the tips and combine them into a "drawing tutorial". Some suggested topics for drawing tips are: showing motion, creating a horizon, drawing feet and other topics from the Drawing Tips page.

Teacher References:

Harriet and the Promised Land by Jacob Lawrence

*Jacob Lawrence: The Frederick Douglass and Harriet Tubman Series of Narrative Paintings, 1938-40*by Ellen Harkins Wheat, Hampton University Museum, Hampton, Virginia

Linda Andre of the Baltimore Museum of Art (BMA, Art Museum Drive, Baltimore, MD21218-3898) has prepared a packet of information that includes biographical information about Jacob Lawrence, Harriet Tubman and Frederick Douglass and slides of The Frederick Douglass and Harriet Tubman Series of Narrative Paintings,1938-40.

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Review Date:

ARTSEDGENotes:

The Kennedy Center ARTSEDGE WORLDCOM

Curricula, Lessons and Activities

Harriet Tubman Integrated Unit: Lesson 4
(Part of Curriculum Unit Harriet Tubman Integrated Unit)

Resource Type: lesson

Length: 1-2 class periods

Grade: K,1,2,3,4

Subjects: Performing Arts, Social Studies

Subtopics: Folk Arts, History, Music, Social: African Studies

Overview: The spiritual is an African American musical form that originated during the time of slavery. The students will listen to and sing some spirituals. They will identify these characteristics of spirituals: religious meaning, syncopated rhythm.

Equipment:

- Computer: Mac or PC with Internet connection (optional)
- Projector: projection system
- Sound System Sound System

Media & Materials:

- Book: "Go Down Moses"
- Book: "This Train"
- Book: "Swing Low, Sweet Chariot"
- Book: "Follow the Drinkin' Gourd"
- Book: "Train Is A Coming"
- Book: *Songs of the Underground Railroad* by Kim and Reg

- Recording: "Harriet Tubman" by Walter Robinson
- Recording: "Go Down Moses"
- Recording: "This Train"
- Recording: "Swing Low, Sweet Chariot"
- Recording: "Follow the Drinkin' Gourd"
- Recording: "Train Is A Coming"
- Recording: "Hey Dum Diddle"
- Recording:

Printouts: This lesson has printouts. They are referenced in the "Student Supplies" or "Other Materials" sections below.

Student Supplies: 9x12 sheet of black construction paper for each student
Construction paper: white, brown, assorted colors
Pair of scissors for each student
Glue for each student
Notebook paper
Pencils or pens
Response cards for each student

- *Music and You*, Grades 3 and 4 (pub. by Macmillan, 1988)
- *Share the Music*, Grade 5 (pub. by Macmillan/McGraw-Hill School Publishing Co.)
- *Songs of the Underground Railroad* by Kim and Reggie Harris (avail. from Chatham Hill Games, 800-554-3039)
- Spirituals -- books, tapes, or CDs
    - "Go Down, Moses"
    - "Follow the Drinkin' Gourd"
    - "Swing Low, Sweet Chariot"
    - "This Train"
    - other spirituals

Other Materials: Reference materials or selections from them will be needed for student use. The materials may be print resources, such as encyclopedias, books (biographies, nonfiction books), and magazines; or non-print resources, such as paintings, photographs, CD-ROM programs, videos, laser disks, or Internet web sites.

Related Textbooks: *Share the Music*, Grade 5 (pub. by Macmillan/McGraw-Hill)
Music and You, Grades 3 and 4 (pub. by Macmillan, 1988)

Teacher Internet Resources:

Lesson and Extension Specific Resources:

- **Harriet, the Moses of Her People**
  http://memory.loc.gov/ammem/aaohtml/exhibit/aopart3.html#0321

  This full edition electronic text provides primary source information on the life and times of Harriet Tubman. Teachers of students in the early grades might choose to read short excerpts to their classes.

- **Songs of the Underground Railroad**
  http://www.appleseedrec.com/underground/sounds.html

  This website provides samples of music popular with slaves during the time of the Underground Railroad, along with lyrics and notes on their meaning. Sound samples are provided for several songs. You can order copies of other songs directly online.

General Internet Resources:

- **Africans in America (PBS)**
  http://www.pbs.org/wgbh/aia/

  This four-part series created by PBS explores the impact of slavery on Americans. The video series, which you can order from PBS, is complemented by this site which provides activities and teacher resources to use with, or without, the videos.

- **Encyclopeida Smithsonian: Harriet Tubman, A Selected Children's Bibliography**
  http://www.si.edu/resource/faq/nmah/tubman.htm

  The Smithsonian Institution offers a selected bibliography of print children's books on Harriet Tubman. The bibliography also includes an image of the painting "Harriet Tubman ca. 1945" by William Johnson.

- **Spirituals**
  http://www.cob.montevallo.edu/student/WilsonSV/gpspir.htm

  This site gives an explanation of the meaning, purpose, and content of a spiritual. It features the unforgettable lyrics of two spirituals: Go Down Moses and The Gospel Train.

National Standards for Arts Education:

- K-4 Music Content Standard 1 : Singing, alone and with others, a varied repertoire of music
- K-4 Music Content Standard 2 : Performing on instruments, alone and with others, a varied repertoire of music
- K-4 Music Content Standard 6 : Listening to, analyzing, and describing music
- K-4 Music Content Standard 9 : Understanding music in relation to history and culture

Click here for additional information on the National Standards for Arts Education

Other National Standards:

- History (Grades 3-4) 4

Source of Standards: McRel

For more on the Standards in other subjects, please refer to the Mid-continent Regional Education Laboratory (McREL) website.

State Standards, if any:

To search the State Arts Standards, please visit the National Conference of State Legislatures website.

Instructional Objectives:

- Students will respond through purposeful movement (clapping) to selected prominent music characteristics while listening to the spirituals. The teacher may want to find an aspect of the music upon which to focus - if clapping, decide whether you will clap the beat or a rhythmic pattern, for example. Another focus for the study of spirituals is the "call and response" form that is often used. In this form, words that change are sung by a "leader" and repeated words are sung by the "congregation" in response. Examples of call and response songs include "Follow the Drinkin' Gourd," which can be sung so that the group joins in for the title words only and an individual sings the rest. "Swing Low, Sweet Chariot" also uses call and response - all join in on "Comin' for to carry me home..." in each verse.
- Students will listen to examples of spirituals and identify them by by genre or style.
- Students will identify the code words that were used in some of the spirituals.

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Strategies:

Students will learn about Harriet Tubman, a famous Civil War freedom fighter from Maryland. The lessons will be a model and springboard for the research projects that the students will complete about other famous people. Students will share research information about Tubman -- in small groups and with the entire class, comparing information gained from visual and audio sources with reference text information.

Each student will work with a partner to research a person that he/she wants to know more about. This person could fit into any curricular category the class is studying. To connect to Harriet Tubman, teachers may guide students in selecting:

- a famous person from Maryland or another state,
- a famous African-American,
- a person connected to the Underground Railroad or Civil War,
- a famous woman,
- a freedom fighter.

Other possible connections to the Tubman unit include portrait or landscape painting and visual literacy.

Students will prepare a project (using HyperStudio) that conveys the information they have learned. Each project will include a written report and every student will also interpret and convey information about the person they researched through music, art, drama, dance, and/or poetry.

Art and music/movement lessons will address the elements of shape and space. The music lesson will include a focus on rhythm, and the art lessons will cover patterns and repetition. Projects will be combined to form a Biography Quilt that will be displayed on a web site. Artwork will displayed, and other work will be shared in the classroom. Rubrics will be used to help the students evaluate their work.

Instructional Plan:

Warm up: Think about what life was like for Harriet Tubman and other slaves. For the students who wrote about other slaves in the previous lessons, have them share some of the experiences that the slaves shared.

Introductory and Developmental Activities: The teacher will relate events in Harriet Tubman's life to the time of slavery in the United States. The teacher will introduce the term "spirituals" and explain that this music originated during the time of slavery. Spirituals are characterized by their religious meaning and syncopated rhythm. The songs were expressions of freedom, and sometimes the words became

a code for sending messages, especially about activities related to the Underground Railroad. Examples include "Moses" for Harriet Tubman, "Pharaoh" for slave owner, and "train" for the Underground Railroad. The teacher will play "This Train," (or one of the online musical selections mentioned above) and the students can clap as they listen to the music. First, they can clap on counts 1 and 3, then on 2 and 4. "Go Down, Moses" and other spirituals can be played with the same rhythmic audiation exercises. The students can identify words that were code words for the slaves.

Assessment: The teacher will give each student a copy of "Train Is A-Coming" (from *Music and You*, Grade 3) and "Hey Dum Diddle" (from related lessons). The students will compare and contrast the two songs on paper or in their journals. Each student will list a code word and explain its representation as they leave class.

Extensions:

Teacher References:

Author : Gladys Van Der Woude
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Lanham MD

Review Date:

ARTSEDGENotes:

The Kennedy Center ARTSEDGE WORLDCOM

Curricula, Lessons and Activities

Harriet Tubman Integrated Unit: Lesson 5
(Part of Curriculum Unit Harriet Tubman Integrated Unit)

Resource Type: lesson

Length: 1-2 class periods

Grade: K,1,2,3,4

Subjects: Performing Arts, Social Studies, Visual Arts

Subtopics: Dance, History, Music, Painting

Overview: Students will listen to a song about Harriet Tubman and use movements to express the words and music.

Equipment:

- Computer: Mac or PC with Internet connection (optional)
- Sound System depending on type of recording, a phonograph or CD or t

Media & Materials:

- Book: "Follow the Drinkin' Gourd"
- Book: "Train Is A Coming"
- Book: "Hey Dum Diddle"
- Recording: "Harriet Tubman" by Walter Robinson
- Recording: "This Train"
- Recording: "Swing Low, Sweet Chariot"
- Recording: "Follow the Drinkin' Gourd"
- Recording: "Train Is A Coming"

- Recording: "Hey Dum Diddle"

Printouts: This lesson does not have any printouts.

Student Supplies: Notebook paper
Pencils or pens

Other Materials: In general, reference materials or selections from them will be needed for student use. The materials may be print resources, such as encyclopedias, books (biographies, nonfiction books), and magazines; or non-print resources, such as paintings, photographs, CD-ROM programsvideos, laser disks, or Internet web sites.

Related Textbooks:

Teacher Internet Resources:

Lesson and Extension Specific Resources:

- **Harriet, the Moses of Her People**
  http://memory.loc.gov/ammem/aaohtml/exhibit/aopart3.html#0321

  This full edition electronic text provides primary source information on the life and times of Harriet Tubman. Teachers of students in the early grades might choose to read short excerpts to their classes.

General Internet Resources:

- **Songs of the Underground Railroad**
  http://www.appleseedrec.com/underground/sounds.html

  This website provides samples of music popular with slaves during the time of the Underground Railroad, along with lyrics and notes on their meaning. Sound samples are provided for several songs. You can order copies of other songs directly online.

- **Spirituals**
  http://www.cob.montevallo.edu/student/WilsonSV/gpspir.htm

This site gives an explanation of the meaning, purpose, and content of a spiritual. It features the unforgettable lyrics of two spirituals: Go Down Moses and The Gospel Train.

National Standards for Arts Education:

- K-4 Dance Content Standard 2 : Understanding choreographic principles, processes, and structures
- K-4 Dance Content Standard 3 : Understanding dance as a way to create and communicate meaning
- K-4 Music Content Standard 1 : Singing, alone and with others, a varied repertoire of music
- K-4 Music Content Standard 6 : Listening to, analyzing, and describing music

Click here for additional information on the National Standards for Arts Education

Other National Standards:

Source of Standards: McRel

For more on the Standards in other subjects, please refer to the Mid-continent Regional Education Laboratory (McREL) website.

State Standards, if any:

To search the State Arts Standards, please visit the National Conference of State Legislatures website.

Instructional Objectives:

- Students will use movement to express the words and music of the song "Harriet Tubman" by Walter Robinson.
- Students will sing expressively, with appropriate interpretation.

Strategies:

Students will learn about Harriet Tubman, a famous Civil War freedom fighter from Maryland. The lessons will be a model and springboard for the research projects that the students will complete about other famous people. Students will share research information about Tubman -- in small groups and with the entire class, comparing information gained from visual and audio sources with reference text information.

Each student will work with a partner to research a person that he/she wants to know more about. This person could fit into any curricular

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category the class is studying. To connect to Harriet Tubman, teachers may guide students in selecting:

- a famous person from Maryland or another state,
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- a famous woman,
- a freedom fighter.

Other possible connections to the Tubman unit include portrait or landscape painting and visual literacy.

Students will prepare a project (using HyperStudio) that conveys the information they have learned. Each project will include a written report and every student will also interpret and convey information about the person they researched through music, art, drama, dance, and/or poetry.

Art and music/movement lessons will address the elements of shape and space. The music lesson will include a focus on rhythm, and the art lessons will cover patterns and repetition. Projects will be combined to form a Biography Quilt that will be displayed on a web site. Artwork will displayed, and other work will be shared in the classroom. Rubrics will be used to help the students evaluate their work.

Instructional Plan:

The music teacher, dance teacher, or classroom teacher can present this lesson.

Warm up:

With a partner, students will list different spirituals or terms from the spirituals that the slaves used to communicate with each other. (See Internet Resources)

Introductory Activity:

In the last class, we learned that some spirituals used code words, which allowed slaves to communicate with each other, without their owners discovering. Some code words referred to Harriet Tubman and her efforts to free the slaves via the Underground Railroad. In addition, songs have been written about Harriet Tubman which convey information about her life and work. Walter Robinson wrote a song called "Harriet Tubman." Listen to it. (The teacher will teach the song to the students.)

Guided Practice:

Students will listen again to the song and will think about movements they could make to express the words and music. The teacher will lead a discussion about the song: what it says about Harriet Tubman, the mood it conveys. The teacher will guide the students as they suggest movements for phrases in the first part of stanza one. After the students demonstrate their movements, the teacher can show the students the movements presented in the text.

Independent Activity:

The students will work in groups to create movements for the rest of stanza one, stanza two, and the refrain.

Assessment: Students will interpret the music while it is sung or played.

Extensions: **Extension Activity:**

With the classroom teacher, the students will work in groups to write the words to a song about Harriet Tubman. Each group will focus on a different part of her life. In music class, the students will compose the music for the song.

Teacher References:

Author : Gladys Van Der Woude
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Review Date:

ARTSEDGENotes:

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